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ABSTRACT

The questionnaires in this manual are designed to provide perceptions on effective teaching of physical education at the elementary and secondary school level. Response forms are included for the use of administrators, professional educators, students, community persons, and the individual teacher. The instruments are designed to allow for data comparisons between and among assessors and assessment of the teacher assessed, primarily for formative evaluation. (JD)

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anual for the assessment of teaching in physical education

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manual
for the
assessment of teaching
in
physical education

SEPTEMBER 1978

Illinois Association for Health Physical Education and Recreation

Illinois Association for Professional Preparation in Health Physical Education and Recreation

ASSESSMENT OF TEACHING IN PHYSICAL EDUCATION

A TEACHING ASSESSMENT MODEL WITH ASSESSMENT INSTRUMENTS

Task Force on Teaching Assessment

Joint Committee of the
Illinois Association for Health, Physical Education and Recreation
Illinois Association for Professional Preparation in Health, Physical Education and Recreation

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TABLE OF CONTENTS

	PAGE
OVERVIEW	1
Preface	1
Foreward	1
Purposes	2
Uses	2
GLOSSARY OF TERMS	3
MODEL OF THE PUBLIC SCHOOL EDUCATION STRUCTURE	5
ASSUMPTIONS UNDERLYING THE PUBLIC SCHOOL EDUCATION STRUCTURE	6
LEARNING-TEACHING MODEL	8
ASSUMPTIONS UNDERLYING THE LEARNING-TEACHING ASSISTANT MODEL	9
GUIDELINES UNDERLYING THE DEVELOPMENT OF THE TEACHING ASSESSMENT INSTRUMENTS	11
PILOT STUDY OF THE VALIDITY OF TEACHING ASSESSMENT INSTRUMENTS	12
INTERPRETIVE GUIDELINES FOR INSTRUMENT USEAGE	16
ASSESSMENTS - INSTRUMENTS:	
PROFESSIONAL EDUCATORS, COLLEAGUES, ADMINISTRATORS (FORM A)	
Directions for Administering	18
Instrument	20
Item Classification and Preferred Responses	21
LEARNER, PRIMARY SCHOOL LEVEL (FORM B)	
Directions for Administering	22
Directions for Using	24
Instrument	26
Item Classification and Preferred Responses	27

TABLE OF CONTENTS (CONTD.)

PAGE

LEARNER, MIDDLE SCHOOL LEVEL (FORM C)

Directions for Using 28
Directions for Administering 30
Instrument 32
Item Classification and Preferred Responses 33

LEARNER, JUNIOR HIGH AND SECONDARY SCHOOL LEVEL (FORM D)

Directions for Using 34
Directions for Administering 36
Instrument 38
Item Classification and Preferred Responses 39

PARENT, ELEMENTARY SCHOOL LEARNERS (FORM E)

Directions for Using 40
Letter to Accompany Instrument 42
Instrument 43
Item Classification and Preferred Responses 44

PARENT, JUNIOR HIGH AND SECONDARY LEARNER (FORM F)

Directions for Using 45
Letter To Accompany Instrument 47
Instrument 48
Item Classification and Preferred Responses 49

SELF (FORM G)

Directions for Using 50
Instrument 52
Item Classification and Preferred Responses 54

APPENDICES

A. ACKNOWLEDGEMENTS 55
B. REVIEW OF LITERATURE 56
C. SELECTED BIBLIOGRAPHY 59
D. PARTICIPANTS IN THE PILOT STUDY 62

OVERVIEW

PREFACE

In 1970-71 the Superintendent of Public Instruction began a program of inquiry regarding the direction which education in Illinois should take. The Action Goals of the Seventies, Fall, 1972, was published by the Illinois Office of Education, and reflected input from the lay citizenry, students and professional educators. The professional organizations serving physical education in Illinois embraced the cause, and sought to develop models which would facilitate selected aspects of the document.

With specific reference to teaching accountability as a functional factor in learning, a Task Force on Teaching Assessment was activated in September, 1972. This document is the culmination of effort of the Task Force, and is availed to those who are committed to the improvement of physical education, via teaching assessment in Illinois public schools.

FORWARD

The assessment of teaching is not a simple task, but if effective learning remains a primary mission of educational institutions, the challenge of assessing teaching must be met to determine its effectiveness. To ignore the challenge is to continue to succumb to mediocrity in teaching and learning; thereby forfeiting the attainment of excellence.

Education and educational institutions have experienced vast changes over the years, particularly in learner performance objectives and the means by which the learning-teaching process evolves. However, the central focus of education continues to reflect the interdependence of the learner and the teacher, who affect and reflect the learning environment in the quest to satisfy the educational demands of a contemporary society.

Educational institutions are responsible for the assessment and evaluation of learner achievement to ascertain if, in fact, the goals of the institutions have been or are being attained. Since students are not totally responsible for what they learn, the teacher and the environment must also be considered viable components in the learning by students. The multi-dependence of these three components suggests a cybernetic relationship that allows and encourages the continuous restructuring of learning-teaching methodologies and learner-teacher tasks, which is essential if learner performance objectives are to be mastered. Learner-teacher input encourages continuous decoding, interpreting, and restructuring to stimulate different performance outcomes to achieve specific goals and objectives.

Evaluation of teacher performance is a cooperative process; improvement is not accidental. The most desirable results will be achieved only through deliberate efforts. It must be remembered that evaluation is a means, not an end.

PURPOSES

The primary purpose of this Teaching Assessment Model was to generate instruments which could elicit perceptions about teaching performance by multiple publics, i.e. professional educators, learners, community personnel, and self. The instruments were designed to allow for data comparisons between and among assessors and assessments of the teacher assessed, primarily for formative evaluation.

USES

The ultimate objective of this assessment schema is the improvement of the learning-teaching environment. Implicit, is the potential for determining if a school is meeting its instructional objectives.

The need to evaluate teacher effectiveness relating to the instructional program objectives is apparent. Such a plan is predicated on continually gathering summative data on teaching performance. These data, together with components of teaching materials used, such as course objectives, non-teaching functions, professional service, could yield summative evaluations of teacher accountability, individually or collectively.

This document has been designed specifically to provide physical educators and administrators in Illinois public schools with information and tools for use in the assessment of the teaching of physical education.

The instruments contained herein have been refined, based on a pilot study utilizing practitioners. While the document and the instruments have been based on measurement theory, validation of any theory or validation of the instruments based on any theory is not claimed.

Although this document has been prepared with specific reference to physical education, it is readily adaptable to other subject matter areas.

Task Force on Teaching Assessment

GLOSSARY OF TERMS

Accountability:
Exhibiting a degree of achievement of an established purpose.

Assessment:
Report of current status data. Such a report is not designed to appraise, diagnose, or prescribe remedies.

Evaluation:
Appraisal of current status data, which may have diagnostic and/or prescriptive implications. Such is the responsibility of the respective school district.

Individualized Learner Performance Objectives:
Transformation of instructional program objectives into learner performance objectives, with consideration to each learner's needs, inceresta, and potential.

Internalization of Learning Experiences:
Introspection and reflections of understandings by the learner and teacher during learner-teacher interaction.

Learner Assessment and Evaluation:
Appraisal and subsequent evaluation (formal and informal) of learner performance based on the individualized learner performance objectives.
Assessment may be determined by multiple assessors, such as teacher appraisal, self-appraisal, and peer appraisal.

Learner Performance (Product):
Results of the learner-teacher interaction (process). The resultant product is either satisfactory or unsatisfactory achievement in terms of individual learner performance objective(s).

Learner-Teacher Interaction (Process):
Interaction of the learners and teacher(s) with respect to setting, transmission strategem, learner internalization, and learner assessment and evaluation.

Learner-Teacher Planning (Input):
Cooperative planning between and among the learners and the teacher results in the identification of individualized learner performance objectives (based on the instructional program objectives) and the subsequent learning-teaching methodologies and learner-teacher tasks which must become operative if learning-teaching is to transpire.

Learner-Teacher Tasks:
Identification of responsibilities of each of the learners and teacher(s) essential to the fulfillment of the learning-teaching process, which are established by and/or for the learner and the teacher. Learner-teacher tasks are synonomous to instructional strategies.

Learning-Teaching Methodologies:
Identification of the methodologies essential to the fulfillment of the individualized learner performance objectives; and which are established by and for the learner and/or teacher.

Satisfactory Learner Performance:
Congruence between individualized learner performance objective(s) and learner performance.

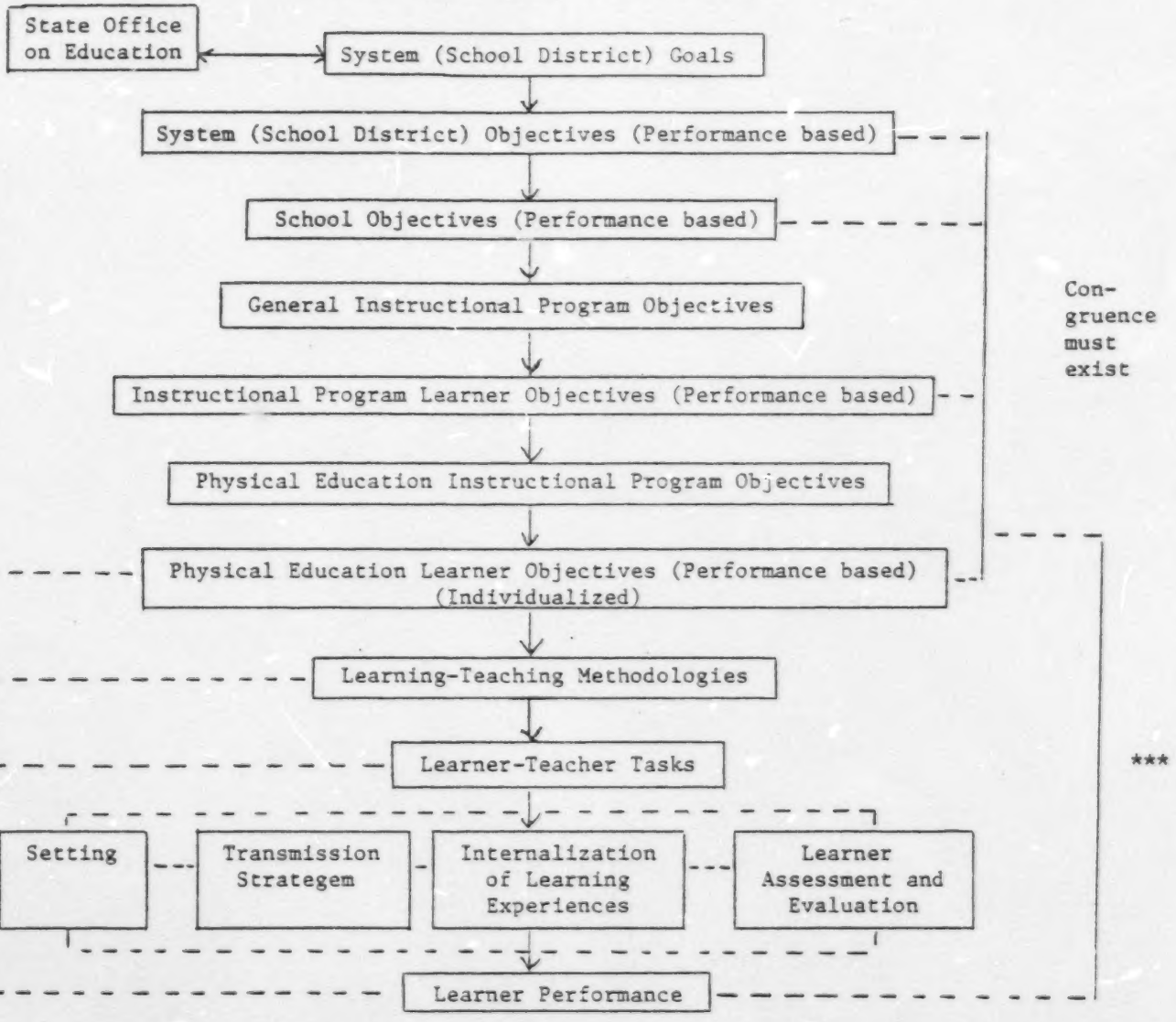
Setting:
Establishment of psychological and cognitive rapport between the learner(s) and the teacher(s) in the physical environment.

Teacher Effectiveness:
Total contributions of the teacher to the school and its instructional program and to the profession, including teaching performance.

Teaching Performance:
Teacher assessment in light of teaching accountability. A status report of learner-teacher planning (input, in the form of generating individualized learner performance objectives and established learning-teaching methodologies and learner-teacher tasks) and learner performance (product), as evidenced by classroom activity designed to bring to fruition individualized learner performance objectives.

Transmission Strategem:
Strategies activated to facilitate the learning-teaching of concepts, principles and skills.

MODEL
of the
PUBLIC SCHOOL EDUCATION STRUCTURE*



* This Model has specific relatedness to physical education, however, adaptability to other disciplines is appropriate. Generated by the Task Force on Teaching Assessment, Illinois Association for Health, Physical Education and Recreation, June, 1973.

** Criteria used for assessing teaching accountability.

*** If incongruent, reordering of learner-teacher tasks and/or methodologies and/or individualized learner performance objectives is necessary.

ASSUMPTIONS UNDERLYING THE PUBLIC SCHOOL EDUCATION STRUCTURE

. . . That the school district personnel hold the autonomy for ascertaining system goals, school goals, instruction program objectives, and program objectives of specific subject matter areas.

In that public education institutions are supported, in part with state funds, the latter assumes partial authority in directing the mission of the school. This authority may be invested in the form of legislative mandate such as that revealed in the Illinois Public School Code, or in the form of advisement, as evidenced by multiple documents which promote desirable standards.

The identification of a hierarchy of system goals, school goals, and program goals necessitate the input from educators, parents and citizens. Once identified, these goals and objectives are transformed into performance objectives. Subordinate to the specific subject matter objectives, the performance objectives emerge based on the construct of individualization.

Individualzing the learner performance objectives is a culmination of input from both the learner and the teacher. Scrutiny of learning curves attests to the desirability of defining performance-based objectives, in part, on the learner interest, need and potential.

. . . That the teacher holds the responsibility for generating learning-teaching methodologies and based on individualized performance objectives.

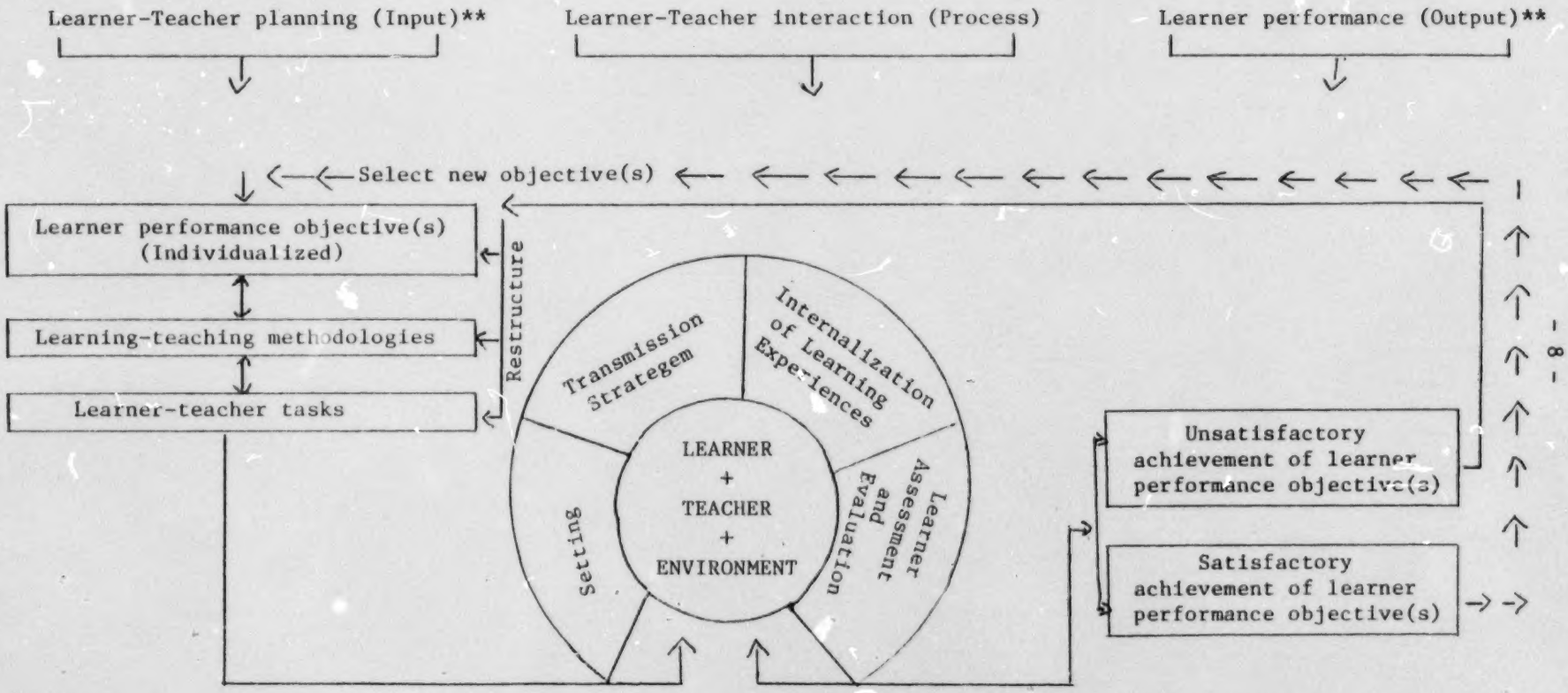
In sequence, the learner-teacher tasks are processed with consideration to the environmental set and the transmission strategem. A viable component of the process is the internalization of the experiences by the learner.

Continuous learner assessment and evaluation become essential components of the process. The resultant product is either satisfactory or unsatisfactory achievement of individualized learner performanc objectives.

. . . That congruence must exist among all identified goals and objectives in the hierarchy. Additionally, learner performance must reflect a congruent relationship with the goals and objectives.

. . . That the inability of learners to satisfactorily achieve individualized performance objectives suggests the need for a restructuring of learner-teacher tasks and/or learning-teaching methodologies, and/or reordering of individualized learner performance objectives.

LEARNING-TEACHING MODEL*



*Developed by Karol A. Kahrs and Florence D. Grebner, Department of Physical Education, University of Illinois; members of the Task Force on Teaching Assessment, Illinois Association for Health, Physical Education and Recreation, May, 1974, Copyright: September, 1975.

**Criteria used for assessing teaching accountability.

ASSUMPTIONS UNDERLYING THE LEARNING-TEACHING ASSESSMENT MODEL*

. . . That the multidependence of the learner, the teacher, and the environment represents the central focus of the educational process.

The everchanging learner, teacher, and environment constantly impose a demand of change if education is to serve contemporary society. Reordering of educational priorities to account solely for environmental change, the learner, or the teacher, is futile unless appropriate consideration is given the accompanying two components.

Other learners are represented as part of the learning-teaching environment; hence, learning may transpire between and among learners.

. . . That satisfactory learner performance emanates from appropriate learner-teacher input.

The selectivity of learner performance objectives is based upon the educational mission of the institution. Additionally, the objectives are individualized in light of learner interest, need and potential.

The selectivity of the learning-teaching methodologies and learner-teacher tasks is predicated on individualized learner performance objectives, and is reflective of learner and teacher input.

The failure of learners to satisfactorily achieve predetermined performance objectives suggests the need for a restructuring of learning-teaching methodologies, and/or learner-teacher tasks, and/or restructuring of individualized learner performance objectives. This schema supports the mastery of learning concept, and has meaning only when the performance goals are individualized. Additionally, the assessment and evaluation of learner performance must be in light of the individualized program.

. . . That learning-teaching methodologies and learner-teacher tasks become operative only as the learner and the teacher relate to the setting, transmission strategem, and learner assessment/evaluation: The resultant product is either satisfactory or unsatisfactory achievement of individual learner performance objectives.

Paramount importance in the learning process is the internalization of the proposed experiences by the

learner. That which is perceived as having personal relevance will be viewed positively, hence enhance the learning-teaching atmosphere.

While satisfactory achievement of learner performance objectives represents an immediate product, ultimate benefits are attained when such learnings are utilized in the process of acquiring new learnings. Hence, satisfactory learning becomes a learning-teaching modality in the achievement of new performance objectives.

Unsatisfactory achievement of the learner performance objective(s) suggests the learning-teaching methodologies and/or the learner-teacher tasks may be restructured. While one learner may achieve a selected performance objective via a particular activity or process, another learner may not; hence a deviation of the activity or an alternate process may be offered to the latter. Should repeated attempts at restructuring learning-teaching methodologies and/or learner-teacher tasks result in unsatisfactory achievement of the learner performance objective(s), a reassessment of the individualized learner performance objective(s) is in order.

. ... That the degree of learning and effectiveness of teaching are strongly influenced by the successful interaction of the teacher and of the learner; as reflected in the learner-teacher planning (input) and learner performance (output).

Learning and effective teaching are not continuously possible without an accompanying assessment program.

As the learner and the teacher engage in restructuring methodologies and tasks, and/or reordering individualized learner performance objectives, it is not only appropriate, but necessary, for the teacher to avail himself of inservice educational experiences; hence, maximizing learning-teaching potential.

*Learning-Teaching Model, K. Kahrs and F. Grebner. May, 1974.

GUIDELINES UNDERLYING THE DEVELOPMENT
OF THE TEACHING ASSESSMENT INSTRUMENTS

Maximizing the potential for teaching assessment results from collecting data from multiple publics:

Assessment by colleagues and administrators (Form A)

Assessment by learners
- Primary school level, Grades 1 through 3 (Form B)
- Middle school level, Grades 4 though 6 (Form C)
- Junior High and Secondary school level, Grades 7 through 12 (Form D)

Assessment by parent community
- Elementary school level, Grades 1 through 6 (Form E)
- Junior High and Secondary level, Grades 7 through 12 (Form F)

Self-Assessment (Form G)

Assessment instruments and items therein should be explicit, concise, and comprehensive; so the data collected (normative data) are meaningful for summative evaluations. Conciseness is also a function of administrative efficiency and economy.

Items of the assessment instruments should be as discriminating as possible, relative to teaching performance.

Assessment instruments should demand a minimal amount of time to record data.

Assessment instruments should be constructed to provide for the recording of data without hindering the learning-teaching climate or process.

Assessment instruments should allow for objective comparisons of data among various publics assessing one teacher. Recording of data should be in an objective manner, to allow for machine manipulation of the data.

Assessment should be but one part of an on-going evaluative schema, and should reflect gains made from one point in time to another.

Construction of assessment tools should be predicated on current research regarding learning-teaching models, learner-teacher behavior, and modes of collecting normative data.

Validity is enhanced when the instrument allows only for the recording of those elements which the teacher is capable of controlling.

Reliability of assessment instruments increases when observers have been trained, and qualitative judgments are recorded in definitive categories.

PILOT STUDY OF THE VALIDITY OF TEACHING ASSESSMENT INSTRUMENTS

BACKGROUND FOR STUDY

Prior to the 1977-78 school year, the content and face validities of the enclosed teaching assessment instruments were to some degree established on the basis of the judgment of the project staff and input by teachers, administrators, and other individuals. While some establishment of content validity is often at least marginally sufficient for the justification of the utilization of instruments of this type, the demonstration of quantitative aspects of validity adds further justification for the support of their use. Further, quantitative data may be used to detect flaws and further refine the instruments. Accordingly, the project staff elected to study selected quantitative aspects of the validity of the instruments.

PURPOSE OF PILOT STUDY

The purpose of this study was to initiate the study of the validity of the teaching assessment instruments.

PROCEDURE

General

The instruments, demographic data requests, and requests regarding the teacher's overall assessment of the instruments were distributed to selected teachers in the State of Illinois. Administrators, colleagues, teachers, learners, and parents independently responded to the instruments at two different times. These instruments and the remaining data were returned to the project staff. An analysis of the data and preparation of this report followed.

Teachers

The teachers whose activities were assessed by administrators, colleagues, learners, parents, and themselves were ones who were employed in 39 different schools in the State of Illinois. These teachers supervised student teachers from the University of Illinois and Illinois State University.

Instructions to Teachers

The teachers were instructed to administer selected instruments to the same class twice. The first administration was to be performed between October 3 and 19, 1977, and the second administration was to be performed between November 7 and 8, 1977. While the teachers were not requested to

supervise the administration of all instruments, they were instructed, however, to complete demographic data and Evaluation of Instrument forms and to return all the materials to the project staff.

Data Collected

The data that were collected included responses on the Evaluation of Instrument forms, demographic data (including teacher's educational background and teaching experience, class size, and sex distribution within the class), and test and retest data from the following assessment forms:

1. Self
2. Colleague/Administrator
3. Learner (Grades 1-3)
4. Learner (Grades 4-6)
5. Learner (Grades 7-12)
6. Parent (Grades 1-6)
7. Parent (Grades 7-12)

The individual items were responded to on a three-point scale.

Twenty-eight of the teachers provided self-evaluations. Of these, twenty-five instruments were usable for analysis purposes. Seven sets of colleague/administrator instruments were usable for analysis purposes.

Statistical Procedure

For each learner test item for each of the four teachers with a complete data set, frequencies were tabulated in order to assess the between-student consistency of response. This procedure relates to the between-learner reliability of the items.

For each of the following test/retest sets bivariate frequency tables were produced in order to assess the consistency of test/retest responses:

self,
colleague/administrator,
learner for each of four schools,
parent for each of three schools.

This procedure relates to the test/retest reliability of the items given a moderately long time interval between the test and retest.

Learner item responses were compared for each of the following independent variables:

major (physical education vs. non-physical education),
degree level (undergraduate vs. graduate).

The dependent variables examined were the percent yes responses for each teacher for each grade 7-12 items. This procedure relates to the construct and predictive validities of the items.

Learner test item responses were correlated with the following variables:

class size,
years teaching experience.

The item variables were the percent yes responses for each grade 7-12 item. This procedure also relates to the construct and predictive validities of the items.

Elementary descriptive computations and subjective examination of open-ended items for a sample of the return of the Evaluation of Instrument forms were also performed. These procedures relate to various aspects of the validity of the instruments.

RESULTS

A presentation of all the results would be too voluminous for inclusion in this report. Accordingly, summaries of results for each type statistical procedure are presented.

Between Learner Consistency of Response

The results relevant to the between-learner consistency of response indicate that the consistency of response varied for the different test items. Most of the items, however, were responded to fairly consistently. The reliability of measurement for the items that resulted in inconsistent responses is suspected to be insufficient. The results may be further utilized in an attempt to further refine the instruments.

Test/Retest Consistency of Response

The voluminous results relevant to the test-retest consistency of response also indicate that the consistency of response varied for the different items. Most of the items, however, were responded to with a high degree of consistency. The results may be further utilized in an attempt to further refine the instruments.

Construct and Predictive Validities of Items

While some relationship between responses to each item and each of the variables enclosed within parenthesis (major, degree level, class size, and years teaching experience) was anticipated, the results do not clearly support any simple hypothesis concerning the relationship between any two variables.

Evaluation of Instrument Items

The results relevant to the validity of the instruments are reflected by teacher responses to the Evaluation of Instrument Items indicate that

several aspects of the validity of the instruments are generally satisfactory. The results, however, may be further utilized in an attempt to further refine the instruments.

DISCUSSION OF RESULTS

The results indicate considerable general reliability of measurement and some indication of other aspects of validity. The results may be further utilized in an attempt to further refine the instruments. Any group that further develops and promotes the use of the instruments may request from the current group the results that may be of usefulness to them.

LIMITATIONS OF ANALYSIS

This pilot study only begins to illustrate the usefulness of the instruments. Clear cut results regarding aspects of validity other than reliability and content validity generally do not currently exist. Further, only a fraction of the possible relevant studies have been attempted. Lastly, the method of sampling was not random and almost surely biased the results.

RECOMMENDATIONS FOR FURTHER ANALYSES

A wide range of analyses may be performed in order to further establish the validity of the instruments or to identify weaknesses in items. Improving the method of sampling and further examining the relationship between variables such as major, degree level, class size, and teaching experience with items and factor (sum across items that subjectively relate to each other) scores is advised. Correlating comparable item and factor scores between instruments would assist in establishing construct, concurrent, and predictive validities.

CONCLUSIONS

This pilot study suggests that the reliability of measurement of most of the items is sufficient and that the reliability of a relatively small number of items needs to be further assessed. Although content validity has been somewhat established, this aspect of validity is in question with reference to a small number of items. The results regarding aspects of construct, concurrent, and predictive validities are unclear. Some of the unclear outcomes have been due to the limitations of this pilot study. Further elaborate study of the validity of the instruments is encouraged and some recommendations have been provided.

INTERPRETIVE GUIDELINES FOR INSTRUMENT USEAGE

The ultimate objective of this assessment schema is the assessment of teaching for the purpose of improving the learning-teaching environment. Instruments have been generated which could elicit perceptions about teaching performance by multiple publics. That the instruments associated with and are coded to a learning-teaching model, the recorded data allow for the interpreter to diagnose underlying bases for satisfactory or unsatisfactory learner performance, with respect to teaching accountability.

To facilitate the purpose for which the instruments were designed, improvement of instruction, the instruments should be administered sufficiently before the termination of the unit of instruction or grading period.

Included in this Manual are seven instruments, each of which elicits responses from different publics. While each instrument has been designed for independent use, caution must be exercised in making evaluations based on single observations and/or single publics. It is recommended that the self-assessment instrument be used concurrently with each other instrument. In that the parental instrument elicits parent perceptions, it should not be used to assess teaching without the concurrent use of at least one other instrument, other than the self-assessment instrument.

Caution must be exercised in interpreting the results of the parental instrument, in that

- perceptions will be placed primarily on indirection information,
- perceptions are relative to the timeliness and source of the information,
- parent perceptions may not distinguish between sports programs and instructional programs.

Evaluation of teaching should be based on summative rather than normative data. It is desirable that teachers be assessed independent of one another, and that comparisons be based on the respective teacher's past professional profile. Inter-observer comparisons of the respective teacher are appropriate.

It is important that the evaluation of the teacher be in light of the given circumstances, such as:

- nature of the learning activity (i.e. required vs. elective, level of difficulty),
- experience of the teacher (i.e. years, expertise, preparation),
- composition of class of learners (i.e. heterogeneity, homogeneity).

Assessment of teaching should be only one aspect of a professional profile reflecting the total contribution to the school and to the profession. It is desirable that data based on components such as program objectives, materials used, non-teaching functions, professional service, personal/professional growth; and that a summative professional profile emerge.

Additionally, that there be teacher-administrator input relative to the construction of the professional profile for teachers. Consideration might be given to:

a professional profile plan for teacher (school and/or system),
an individualized professional profile plan with weightings placed on component parts of the individual's profile plan,
the selection of assessors of teaching performance,
the selection of classes to be observed (Note: this Model does not suggest that observing the same class repeatedly is of more or less value than observing multiple classes),
the selection of the approximate dates of assessment,
the uses to be made of the assessment/evaluation.

Provisions should be made for inservice training opportunities and the teacher should actively seek opportunities for professional growth.

DIRECTIONS FOR "SING

INSTRUMENT FOR ASSESSING LEARNING-TEACHING
BY
PROFESSIONAL EDUCATORS, COLLEAGUES, ADMINISTRATORS

FORM: A

ASSESSORS: Colleagues and administrators

NATURE OF INSTRUMENT:

The purpose of this instrument is to elicit perceptions about teaching performance. Being descriptive in nature, it provides a potential for the improvement of teaching resulting from prescriptive restructuring in relation to the Learning-Teaching Model, presented in the Manual for the Assessment of Teaching Physical Education.

This instrument is one of seven included in the Manual. While each has been designed to be administered independently, the use of multiple instruments is highly recommended. It is encouraged that the one for self-assessment be used concurrently with each other instrument.

ADMINISTRATION OF INSTRUMENT:

Before administration, it is expected that:
- the designated administrator arrange in advance all scheduled visits, with the teacher,
- the teacher to be visited be cognizant of the specific purposes of the visit,
- the teacher to be visited study the instrument to be used in advance of the visit,
- the teacher identify for the visitor the lesson objectives, prior to the opening of class,
- the visitor receive adequate training in performing the role of assessor; such should include an understanding of the Learning-Teaching Model,
- the visitor have access to the written physical education program objectives and the respective unit objectives,
- no more than two (preferably one) assessors simultaneously visit the teacher.

During administration, it is expected that:
- the assessor will not interfere with the conduct of the class,
- recordings of the assessor be based on direct observation.

Following administration, it is expected that:
- a follow-up conference (scheduled by assessor) ensue between the teacher observed and the observer as soon as possible following the visit, not to exceed one week,

Form A (Contd.)

the designated administrator aid the teacher in interpreting, evaluating, and diagnosing the results of the assessment, and that prescriptive recommendations result,
the follow-up conference reflect on the lesson observed as well as its relationship to what has gone before and what is to come in following lessons,
the assessor and teacher assessed affix signatures to the instrument, and that one copy be filed with the teacher and one with the administrator,
opportunities for inservice experiences be identified and planned.

ITEM CLASSIFICATION AND PREFERRED RESPONSES:

Each item in this instrument has been keyed to the Learning-Teaching Model from which it emerged; hence the assessments have the potential for prescriptive restructuring, in relationship to the Model.

The user is referred to the supplement which identifies the item classification and preferred responses for each item.

INSTRUMENT FOR ASSESSING LEARNING-TEACHING BY PROFESSIONAL EDUCATORS, COLLEAGUES, ADMINISTRATORS*

FORM A, 1 of 1

Teacher Observed_____ School_____ Grade Level_____

Unit of Instruction_____

DIRECTIONS: Place an "X" in YES, NO or UNSURE. If YES, AND APPROPRIATE, check column 1, 2, or 3 in the space provided, according to the following: 1 = Usually; 2 = Often; 3 = Seldom.
All items may not be applicable to a given lesson. Respond only to those which apply.

LEARNER-TEACHER PLANNING (INPUT)	YES	1	2	3	NO	UNSURE	COMMENTS
A. Learner Performance Objectives							
1. Does the unit of instruction contribute to the instructional program objectives?							
Were the lesson objectives realistic with respect to:							
2. instructional unit objectives?							
3. nature of the learners?							
4. resources available?							
5. Were individualized performance objectives identified?							
B. Learner-Teaching Processes							
Is the methodology appropriate to:							
1. nature of the learner?							
2. individualized learner performance objectives?							
3. nature of the activity?							
4. environmental constraints?							
5. resources available?							
C. Learner-Teacher Tasks							
With respect to lesson objectives:							
1. were the learner tasks appropriate?							
2. were the teacher tasks appropriate?							
Was there evidence of planning with respect to:							
3. pre-lesson tasks							
4. learner-teacher tasks during lesson?							
5. post-lesson tasks?							
LEARNER PERFORMANCE (OUTPUT)							
D. Achievement of Learner Performance Objectives							
Was satisfactory learner performance achieved by:							
1. less than 50% of the learners?							
2. between 50% and 75% of the learners?							
3. more than 75% of the learners?							
RESTRUCTURING LEARNER-TEACHER (INPUT)							
E. Satisfactory/Unsatisfactory Learner Performance Objectives							
1. If satisfactory, were new objectives identified during and/or following a lesson?							
2. If unsatisfactory, did restructuring occur?							

Signature of Observer Date of Observation Date of Conference Role of Observer

Observee comments may be placed on back. Signature of Observee

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ITEM CLASSIFICATION AND PREFERRED RESPONSES
FOR
INSTRUMENT FOR ASSESSING LEARNING-TEACHING

FORM A*

		Item Classification According to Learning-Teaching Model**			
	Preferred Responses	Objectives	Methodologies	Tasks	Learner Performance
A. 1. Does the unit of instruction contribute to the instructional program objectives?	YES	X			
Were the lesson objectives realistic with respect to:					
2. instructional unit objectives?	YES	X			
3. nature of the learners?	YES	X			
4. resources available?	YES	X			
5. Were individualized performance objectives identified?	YES	X			
B. Is the methodology appropriate to:					
1. nature of the learner?	YES		X		
2. individualized learner performance objectives?	YES		X		
3. nature of the activity?	YES		X		
4. environmental constraints?	YES		X		
5. resources available?	YES		X		
C. With respect to lesson objectives?					
1. were the learner tasks appropriate?	YES			X	
2. were the teacher tasks appropriate	YES			X	
Was there evidence of planning with respect to:					
3. pre-lesson tasks?	YES			X	
4. learner-teacher tasks during lesson?	YES			X	
5. post-lesson tasks?	YES			X	
D. Was satisfactory learner performance achieved by:					
1. less than 50% of the learners?	NO				X
2. between 50% and 75% of the learners?	NO				X
3. more than 75% of the learners?	YES				X
E. 1. If satisfactory, were new objectives identified during and/or following a lesson?	YES	X			
2. If unsatisfactory, did restructuring occur?	YES	X	X	X	

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DIRECTIONS FOR ADMINISTERING
INSTRUMENT FOR ASSESSMENT OF LEARNING-TEACHING
BY
LEARNERS, GRADES 1 THROUGH 3

FORM B

MY PHYSICAL EDUCATION CLASS

Note: This instrument should be administered by the teacher being assessed and should not be administered immediately following a physical education lesson. For primary children, it may be necessary for the teacher to substitute words for those she believes the children may not know. In some instances, she may need to give examples of the meaning of specific words.

I. SAY TO THE LEARNERS:

This form is to find out how you feel about your gym/physical education class and teacher. There are no right or wrong answers. I will read each sentence with you. Then you will have a few moments to answer. If the sentence tells the way you feel about your class or your teacher, circle yes next to the sentence. If it does not, circle no. If you are not sure, circle the question mark, ? Do not mark your answer until after I read each statement. Do not put your name on this form.

DISTRIBUTE THE INSTRUMENT.

SAY TO THE LEARNERS:

Put the name of your physical education teacher, school, and your grade level in the space provided at the top of the form.

READ EACH SENTENCE ONCE ALLOWING SUFFICIENT TIME FOR THE LEARNERS TO MARK THEIR RESPONSE BUT DO NOT LET THEM TARRY TOO LONG.

1. The gym is big enough for most of the things we do.
2. The outdoor space is big enough for most of the things we do.
3. Most of us can play at the same time.
4. The equipment is ready when we come to class.
5. Everyone gets a chance to help take care of the quipment.
6. I learn a lot in physical education most of the time.
7. Most of the time the teacher tells us why we are doing certain things.
8. The teacher lets us choose some of the things we do.
9. The teacher makes us think about what we are doing.
10. Most of what we do is very important to me.
11. I have a good time in physical education.
12. Most of the things we do are too hard for me.
13. Most of the things we do are too easy for me.
14. Almost everyone wants to play.

15. Everyong gets a chance to show what he can do.
16. Sometimes I get to be the leader.
17. Everyone helps everyone else.
18. The teacher pays attention to everyone.
19. Even when the teacher ist't looking, almost everyone keeps working.
20. The teacher tells me when I do well.
21. The teacher helps me when I don't do well.
22. Usually I understand what I am doing.

SELECT ONE PUPIL TO COLLECT THE INSTRUMENTS, PUT THEM IN THE ENVELOPE PROVIDED, AND PLACE ON TEACHER'S DESK.

DIRECTIONS FOR USING

INSTRUMENT FOR ASSESSING LEARNING-TEACHING
BY
LEARNERS, GRADES 1 THROUGH 3

FORM: B

ASSESSORS: Learners, grades 1 through 3

NATURE OF INSTRUMENT:

The purpose of this instrument is to elicit perceptions about teaching performance. Being descriptive in nature, it provides a potential for the improvement of teaching resulting from prescriptive restructuring in relation to the Learning-Teaching Model, presented in the Manual for the Assessment of Teaching Physical Education.

This instrument is one of seven included in the Manual. While each has been designed to be administered independently, the use of multiple instruments is highly recommended. It is encouraged that the one for self-assessment be used concurrently with each other instrument. In that the parent instrument elicits parent perceptions, it should not be used to assess teaching without the concurrent use of at least one other, other than the self-assessment instrument.

ADMINISTRATION OF INSTRUMENT:

Before administration, it is expected that:
- the teacher to be assessed be cognizant of the specific purposes of the assessment,
- the teacher to be assessed study the instrument to be used in advance of the assessment,
- the instrument not be administered immediately following a physical education lesson, and at a time when the students are seated in a classroom.

During administration, it is expected that:
- the instrument be administered while the students are seated in a classroom,
- the instrument be administered by the teacher being assessed,
- a student be asked to collect the completed instruments and to place them in an envelope on the teacher's desk,
- the user is referred to "Directions for Administering" which accompany this instrument.

Following administration, it is expected that:
- the completed instruments not be looked at in the presence of the learners,
- the designated administrator aid the teacher in interpreting, evaluating, and diagnosing the results of the assessment, and that prescriptive recommendations result,

Form B (Contd.)

the follow-up conference reflect on the lesson observed as well as its relationship to what has gone before and what is to come in following lessons,
the designated administrator and teacher assessed affix signatures to the instrument, and that one copy be filed with each,
opportunities for inservice experience be identified and planned.

ITEM CLASSIFICATION AND PREFERRED RESPONSES:

Each item in this instrument has been keyed to the Learning-Teaching Model from which it emerged; hence the assessments have the potential for prescriptive restructuring, in relationship to the Model.

The user is referred to the supplement which identifies the item classification and preferred responses for each item.

INSTRUMENT FOR ASSESSING LEARNING-TEACHING
BY
LEARNERS, GRADES 1 THROUGH 3*

FORM B, 1 of 1

MY PHYSICAL EDUCATION CLASS

Teacher_____ School_____ Grade Level_____

Directions: Wait for the teacher to read the sentences below. If the sentence tells the way you feel about your class or your teacher, circle yes next to the sentence. If it does not, circle no. If you are not sure, circle the question mark, ?.

1. The gym is big enough for most of the things we do.	YES	NO	?
2. The outdoor space is big enough for most of the things we do.	YES	NO	?
3. Most of us can play at the same time.	YES	NO	?
4. The equipment is ready when we come to class.	YES	NO	?
5. Everyone gets a chance to help take care of the equipment.	YES	NO	?
6. I learn a lot in physical education most of the time.	YES	NO	?
7. Most of the time the teacher tells us why we are doing certain things.	YES	NO	?
8. The teacher lets us choose some of the things we do.	YES	NO	?
9. The teacher makes us think about what we are doing.	YES	NO	?
10. Most of what we do is very important to me.	YES	NO	?
11. I have a good time in physical education.	YES	NO	?
12. Most of the things we do are too hard for me.	YES	NO	?
13. Most of the things we do are too easy for me.	YES	NO	?
14. Almost everyone wants to play.	YES	NO	?
15. Everyone gets a chance to show what he can do.	YES	NO	?
16. Sometimes I get to be the leader.	YES	NO	?
17. Everyone helps everyone else.	YES	NO	?
18. The teacher pays attention to everyone.	YES	NO	?
19. Even when the teacher isn't looking, almost everyone keeps working.	YES	NO	?
20. The teacher tells me when I do well.	YES	NO	?
21. The teacher helps me when I don't do well.	YES	NO	?
22. Usually I understand what I am doing.	YES	NO	?

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ITEM CLASSIFICATION AND PREFERRED RESPONSES
FOR
INSTRUMENT FOR ASSESSING LEARNING-TEACHING

FORM B*

MY PHYSICAL EDUCATION CLASS	Preferred Responses	Item Classification According to Teaching Model**			
		Objectives	Methodologies	Tasks	Performance
1. The gym is big enough for most of the things we do.	YES	X			
2. The outdoor space is big enough for most of the things we do.	YES	X			
3. Most of us can be active at the same time.	YES	X			
4. The equipment is usually ready when we come to class.	YES			X	
5. Everyone gets a chance to help take care of the equipment.	YES			X	
6. I learn a lot in physical education most of the time.	YES	X			
7. Most of the time the teacher tells us why we are doing certain things.	YES		X		
8. The teacher lets us choose some of the things we do.	YES		X		
9. The teacher makes us think about what we are doing.	YES		X	X	
10. Most of what we do is very important to me.	YES	X			
11. I usually have a good time in physical education.	YES		X		
12. Most of the things we do are too hard for me.	NO	X			X
13. Most of the things we do are too easy for me.	NO	X			X
14. Almost everyone wants to participate.	YES	X	X	X	
15. Everyone gets a chance to show what he can do.	YES		X		
16. Sometimes I get to be the leader.	YES			X	
17. Everyone helps everyone else.	YES			X	
18. The teacher pays attention to everybody.	YES		X	X	
19. Even when the teacher isn't looking, almost everyone keeps working.	YES			X	
20. The teacher tells me when I do well.	YES		X		
21. The teacher helps me when I don't do well.	YES			X	
22. Usually I understand what I am doing.	YES	X			

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DIRECTIONS FOR USING

INSTRUMENT OF ASSESSING LEARNING-TEACHING
BY
LEARNERS, GRADES 4 THROUGH 6

FORM: C

ASSESSORS: Learners, grades 4 through 6

NATURE OF INSTRUMENT:

The purpose of this instrument is to elicit perceptions about teaching performance. Being descriptive in nature, it provides a potential for the improvement of teaching resulting from prescriptive restructuring in relation to the Learning-Teaching Model, presented in the Manual for the Assessment of Teaching Physical Education.

This instrument is one of seven included in the Manual. While each has been designed to be administered independently, the use of multiple instruments is highly recommended. It is encouraged that the one for self-assessment be used concurrently with each other instrument. In that the parent instrument elicits parent perceptions, it should not be used to assess teaching without the concurrent use of at least one other, other than the self-assessment instrument.

ADMINISTRATION OF INSTRUMENT:

Before administration, it is expected that:
- the teacher to be assessed be cognizant of the specific purposes of the assessment,
- the teacher to be assessed study the instrument to be used in advance of the assessment,
- the instrument not be administered immediately following a physical education lesson, and at a time when the students are seated in a classroom.

During administration, it is expected that:
- the instrument be administered while the students are seated in a classroom,
- the instrument be administered by the teacher being assessed,
- a student be asked to collect the completed instruments and to place them in an envelope on the teacher's desk,
- the user is referred to "Directions for Administering," which accompany this instrument.

Following administration, it is expected that:
- the completed instruments not be looked at in the presence of the learners,
- the designated administrator aid the teacher in interpreting, evaluating, and diagnosing the results of the assessment, and that prescriptive recommendations result,

Form C (Contd.)

the follow-up conference reflect on the lesson observed as well as its relationship to what has gone before and what is to come in following lessons,
the designated administrator and teacher assessed affix signatures to the instrument, and that one copy be filed with each,
opportunities for inservice experiences be identified and planned.

ITEM CLASSIFICATION AND PREFERRED RESPONSES:

Each item in this instrument has been keyed to the Learning-Teaching Model from which it emerged; hence the assessments have the potential for prescriptive restructuring, in relationship to the Model.

The user is referred to the supplement which identifies the item classification and preferred responses for each item.

DIRECTIONS FOR ADMINISTERING
INSTRUMENT FOR ASSESSMENT OF LEARNING-TEACHING
BY
LEARNERS, GRADES 4 THROUGH 6

FORM C

MY PHYSICAL EDUCATION CLASS

Note: This instrument should be administered by the teacher being assessed and should not be administered immediately following a physical education lesson.

I. SAY TO THE LEARNERS:

This form is to find out how you feel about your gym/physical education class and teacher. There are no right or wrong answers. I will read each sentence with you. Then you will have a few moments to answer. If the sentence tells the way you feel about your class or your teacher, circle yes next to the sentence. If it does not, circle no. If you are not sure, circle the question mark, ?. Do not mark your answer until after I read each statement. Do not put your name on this form.

DISTRIBUTE THE INSTRUMENT.

SAY TO THE LEARNERS:

Put the name of your physical education teacher, school, and your grade level in the space provided at the top of the form.

READ EACH SENTENCE ONCE ALLOWING SUFFICIENT TIME FOR THE LEARNERS TO MARK THEIR RESPONSE BUT DO NOT LET THEM TARRY TOO LONG.

1. The gym is big enough for most of the things we do.
2. The outdoor space is big enough for most of the things we do.
3. Most of us can be active at the same time.
4. The equipment is usually ready when we come to class.
5. Everyone gets a chance to help take care of the equipment.
6. I learn a lot in physical education most of the time.
7. Most of the time the teacher tells us why we are doing certain things.
8. The teacher lets us choose some of the things we do.
9. The teacher makes us think about what we are doing.
10. Most of what we do is very important to me.
11. I usually have a good time in physical education.
12. Most of the things we do are too hard for me.
13. Most of the things we do are too easy for me.
14. Almost everyone wants to participate.
15. Everyone gets a chance to show what he can do.
16. Sometimes I get to be the leader.
17. Everyone helps everyone else.
18. The teacher pays attention to everybody.

Form C (Contd.)

19. Even when the teacher isn't looking, almost everyone keeps working.
20. The teacher tells me when I do well.
21. The teacher helps me when I don't do well.
22. Usually I understand what I am doing.
23. I can do most of the activities in physical education class.
24. The teacher cares about my safety.

SELECT ONE PUPIL TO COLLECT THE INSTRUMENTS, PUT THEM IN THE ENVELOPE PROVIDED, AND PLACE ON TEACHER'S DESK.

INSTRUMENT FOR ASSESSING LEARNING-TEACHING
BY
LEARNERS, GRADES 4 THROUGH 6*

FORM C, 1 of 1

MY PHYSICAL EDUCATION CLASS

Teacher_____ School_____ Grade Level_____

Directions: Wait for the teacher to read the sentences below. If the sentence tells the way you feel about your class or your teacher, circle yes next to the answer. If it does not, circle no. If you are not sure, circle the question mark, ?.

1. The gym is big enough for most of the things we do.	YES	NO	?
2. The outdoor space is big enough for most of the things we do.	YES	NO	?
3. Most of us can be active at the same time.	YES	NO	?
4. The equipment is usually ready when we come to class.	YES	NO	?
5. Everyone gets a chance to help take care of the equipment.	YES	NO	?
6. I learn a lot in physical education most of the time.	YES	NO	?
7. Most of the time the teacher tells us why we are doing certain things.	YES	NO	?
8. The teacher lets us choose some of the things we do.	YES	NO	?
9. The teacher makes us think about what we are doing.	YES	NO	?
10. Most of what we do is very important to me.	YES	NO	?
11. I usually have a good time in this class.	YES	NO	?
12. Most of the things we do are too hard for me.	YES	NO	?
13. Most of the things we do are too easy for me.	YES	NO	?
14. Almost everyone wants to participate.	YES	NO	?
15. Everyone gets a chance to show what he can do.	YES	NO	?
16. Sometimes I get to be leader.	YES	NO	?
17. Everyone helps everyone else.	YES	NO	?
18. The teacher pays attention to everybody.	YES	NO	?
19. Even when the teacher isn't looking, almost everyone keeps working.	YES	NO	?
20. The teacher tells me when I do well.	YES	NO	?
21. The teacher helps me when I don't do well.	YES	NO	?
22. Usually I understand what I am doing.	YES	NO	?
23. I can do most of the activities in physical education class.	YES	NO	?
24. The teacher cares about my safety.	YES	NO	?

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ITEM CLASSIFICATION AND PREFERRED RESPONSES
FOR
INSTRUMENT FOR ASSESSING TEACHING-LEARNING

FORM C*

MY PHYSICAL EDUCATION CLASS	Preferred Responses	Item Classification According to Teaching Model**			
		Objectives	Methodologies	Tasks	Performance
1. The gym is big enough for most of the things we do.	YES	X			
2. The outdoor space is big enough for most of the things we do.	YES	X			
3. Most of us can be active at the same time.	YES	X			
4. The equipment is usually ready when we come to class.	YES			X	
5. Everyone gets a chance to help take care of the equipment.	YES			X	
6. I learn a lot in physical education most of the time.	YES	X			
7. Most of the time the teacher tells us why we are doing certain things.	YES		X		
8. The teacher lets us choose some of the things we do.	YES		X		
9. The teacher makes us think about what we are doing.	YES		X		
10. Most of what we do is very important to me.	YES		X	X	
11. I usually have a good time in physical education.	YES		X		
12. Most of the things we do are too hard for me.	NO	X			X
13. Most of the things we do are too easy for me.	NO	X			X
14. Almost everyone wants to participate.	YES	X	X	X	
15. Everyone gets a chance to show what he can do.	YES		X		
16. Sometimes I get to be leader.	YES			X	
17. Everyone helps everyone else.	YES			X	
18. The teacher pays attention to everybody.	YES		X	X	
19. Even when the teacher isn't looking, almost everyone keeps working.	YES			X	
20. The teacher tells me when I do well.	YES		X		
21. The teacher helps me when I don't do well.	YES			X	
22. Usually I understand what I am doing.	YES	X			
23. I can do most of the activities in physical education class.	YES				X
24. The teacher cares about my safety.	YES			X	

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DIRECTIONS FOR USING

INSTRUMENT FOR ASSESSING LEARNING-TEACHING
BY
LEARNERS, GRADES 7 THROUGH 12

FORM: D

ASSESSORS: Learners, grades 7 through 12

NATURE OF INSTRUMENT:

The purpose of this instrument is to elicit perceptions about teaching performance. Being descriptive in nature, it provides a potential for the improvement of teaching resulting from prescriptive restructuring in relation to the Learning-Teaching Model, presented in the Manual for the Assessment of Teaching Physical Education.

This instrument is one of seven included in the Manual. While each has been designed to be administered independently, the use of multiple instruments is highly recommended. It is encouraged that one for self-assessment be used concurrently with each other instrument. In that the parent instrument elicits parent perceptions, it should not be used to assess teaching without the concurrent use of at least one other, other than the self-assessment instrument.

ADMINISTRATION OF INSTRUMENT:

Before administration, it is expected that:
- the teacher to be assessed be cognizant of the specific purposes of the assessment,
- the teacher to be assessed study the instrument to be used in advance of the assessment,
- the instrument not be administered immediately following a physical education lesson, and at a time when the students are seated in a classroom.

During administration, it is expected that:
- the instrument be administered while the students are seated in a classroom,
- the instrument be administered by the teacher being assessed,
- a student be asked to collect the completed instruments and to place them in an envelope on the teacher's desk,
- the user is referred to "Directions for Administering," which accompany this instrument.

Form D (Contd.)

Following administration, it is expected that:

the completed instruments not be looked at in the presence of the learners,

the designated administrator aid the teacher in interpreting, evaluating, and diagnosing the results of the assessment, and that prescriptive recommendations result,

the follow-up conference reflect on the lesson observed as well as its relationship to what has gone before and what is to come in following lessons,

the designated administrator and teacher assessed affix signatures to the instrument, and that one copy be filed with each,

opportunities for inservice experiences be identified and planned.

ITEM CLASSIFICATION AND PREFERRED RESPONSES:

Each item in this instrument has been keyed to the Learning-Teaching Model from which it emerged; hence the assessments have the potential for prescriptive restructuring, in relationship to the Model.

The user is referred to the supplement which identifies the item classification and preferred responses for each item.

DIRECTIONS FOR ADMINISTERING
INSTRUMENT FOR ASSESSMENT OF LEARNING-TEACHING
BY
LEARNERS, GRADES 7 THROUGH 12

FORM D

MY PHYSICAL EDUCATION CLASS

Note: This instrument should be administered by the teacher being assessed and should not be administered immediately following a physical education lesson.

I. SAY TO THE LEARNERS:

This form is to find out how you feel about your physical education class and teacher. There are no right or wrong answers. I will read each sentence with you. Then you will have a few moments to answer. If the sentence tells the way you feel about your class or your teacher, circle yes next to the sentence. If it does not, circle no. If you are not sure, circle the question mark, ?. Do not put your name on this form.

DISTRIBUTE THE INSTRUMENT.

SAY TO THE LEARNERS:

Put the name of your physical education teacher, school, and your grade level in the space provided at the top of the form.

READ EACH SENTENCE ONCE ALLOWING SUFFICIENT TIME FOR THE LEARNERS TO MARK THEIR RESPONSES BUT DO NOT LET THEM TARRY TOO LONG.

1. The gym is large enough for most of the activities.
2. The outdoor space is large enough for most of the activities.
3. There is enough equipment so most of the students can be active at the same time.
4. The equipment is usually available when the class arrives.
5. Everyone gets chances to help distribute and collect the equipment.
6. Most of the activities are meaningful to me.
7. Most of the time the teacher gives students reasons why they are doing certain activities.
8. Students have choices in some of the activities they do.
9. The teacher makes students think about what they are doing.
10. I have learned a lot in physical education.
11. I usually have a good time in physical education.
12. Most of the activities are too difficult for me.
13. Most of the activities are too easy for me.
14. Almost everyone wants to participate in activities.
15. Sometimes I am given responsibilities.
16. Students help each other learn.

Form D (Contd.)

17. The teacher gives attention to each of us.
18. Even when the teacher isn't watching, almost everyone keeps working.
19. The teacher compliments me when I do well.
20. The teacher helps me to improve my performance.
21. Usually I understand what I am doing.
22. I can do most of the activities in physical education class.
23. Students are made aware of safety practices in activities.

SELECT ONE PUPIL TO COLLECT THE INSTRUMENTS, PUT THEM IN THE ENVELOPE PROVIDED, AND PLACE ON TEACHER'S DESK.

INSTRUMENT FOR ASSESSING LEARNING-TEACHING
BY
LEARNERS, GRADES 7 THROUGH 12*

FORM D, 1 of 1

MY PHYSICAL EDUCTION CLASS

Teacher_____ School_____ Grade Level_____

Directions: Wait for the teacher to read the sentences below. If the sentence tells the way you feel about your class or your teacher, circle yes next to the sentence. If it does not, circle no. If you are not sure, circle the question mark, ?.

1. The gym is large enough for most of the activities.	YES	NO	?
2. The outdoor space is large enough for most of the activities.	YES	NO	?
3. There is enough equipment so most of the students can be active at the same time.	YES	NO	?
4. The equipment is usually available when the class arrives.	YES	NO	?
5. Everyone gets chances to help distribute and collect the equipment.	YES	NO	?
6. Most of the physical education activities are meaningful to me.	YES	NO	?
7. Most of the time the teacher gives students reasons whey they are doing certain activities.	YES	NO	?
8. Students have choices in some of the activities they do.	YES	NO	?
9. The teacher makes students think about what they are doing.	YES	NO	?
10. I have learned a lot in physical education.	YES	NO	?
11. I usually enjoy physical education.	YES	NO	?
12. Most of the activities seem too difficult for me.	YES	NO	?
13. Most of the activities are too easy for me.	YES	NO	?
14. Most students want to participate in activities.	YES	NO	?
15. Sometimes I am given responsibilities.	YES	NO	?
16. Students help each other learn.	YES	NO	?
17. The teacher gives attention to each of us.	YES	NO	?
18. Even when the teacher isn't watching, almost everyone keeps working.	YES	NO	?
19. The teacher compliments me when I do well.	YES	NO	?
20. The teacher helps me to improve my performance.	YES	NO	?
21. Usually I understand what I am doing.	YES	NO	?
22. I can do most of the activities in physical education class.	YES	NO	?
23. Students are made aware of safety practices in activities.	YES	NO	?

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ITEM CLASSIFICATION AND PREFERRED RESPONSES
FOR
INSTRUMENT FOR ASSESSING TEACHING-LEARNING

FORM D*

MY PHYSICAL EDUCATION CLASS

	Preferred Responses	Item Classification According to Teaching Model**			
		Objectives	Methodologies	Tasks	Performance
1. The gym is big enough for most of the things we do.	YES	X			
2. The outdoor space is large enough for most of the activities.	YES	X			
3. There is enough equipment so most of the students can be active at the same time.	YES	X			
4. The equipment is usually available when we come to class.	YES			X	
5. Everyone gets chances to help distribute and collect the equipment.	YES			X	
6. Most of the physical education activities are meaningful to me.	YES	X			
7. Most of the time the teacher gives students reasons why they are doing certain things.	YES		X		
8. Students have choices in some of the activities they do.	YES		X		
9. The teacher makes students think about what they are doing.	YES		X		
10. I have learned a lot in physical education.	YES	X			
11. I usually enjoy physical education.	YES		X		
12. Most of the activities seem too difficult for me.	NO	X			X
13. Most of the activities are too easy for me.	NO	X			X
14. Most students want to participate in activities.	YES	X	X	X	
15. Sometimes I am given responsibilities.	YES			X	
16. Students help each other learn.	YES			X	
17. The teacher gives attention to each of us.	YES			X	
18. Even when the teacher isn't watching, almost everyone keeps working.	YES		X	X	
19. The teacher compliments me when I do well.	YES			X	
20. The teacher helps me to improve my performance.	YES		X	X	
21. Usually I understand what I am doing.	YES	X			
22. I can do most of the activities in physical education class.	YES	X			X
23. Students are made aware of safety practices in activities.	YES			X	

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DIRECTIONS FOR USING

INSTRUMENT FOR ASSESSING LEARNING-TEACHING
BY
PARENTS OF ELEMENTARY SCHOOL LEARNERS
GRADES 1 THROUGH 6

FORM: E

ASSESSORS: Parents of elementary school learners, grades 1 through 6.

NATURE OF INSTRUMENT:

The purpose of this instrument is to elicit perceptions about teaching performance. Being descriptive in nature, it provides a potential for the improvement of teaching resulting from prescriptive restructuring in relation to the Learning-Teaching Model, presented in the Manual for the Assessment of Teaching Physical Education.

This instrument is one of seven included in the Manual. While each has been designed to be administered independently, the use of multiple instruments is highly recommended. It is encouraged that the one for self-assessment be used concurrently with each other instrument.

ADMINISTRATION OF INSTRUMENT:

Before administration, it is expected that:
- the designated administrator aid the teacher in planning assessments by the parents,
- the teacher to be assessed be cognizant of the specific purposes of the assessment,
- the identity of the school and teacher be inserted on each instrument,
- the instruments be accompanied with a return envelope (pre-addressed) and with the desired return date.

During administration, it is expected that:
- a letter to parents accompany each instrument,
- the instruments be hand carried to and from the parents via the learners.

Following administration, it is expected that:
- the completed instruments not be looked at in the presence of the learner,
- the responses be tallied into a single instrument and appropriately labeled (originals destroyed),
- the designated administrator aid the teacher in interpreting, evaluating, and diagnosing the results of the assessment, and that prescriptive recommendations result,

Form E (Contd.)

the designated administrator and the teacher assessed affix signatures to the instrument, and that one copy be filed with each,

opportunities for inservice experiences be identified and planned.

ITEM CLASSIFICATION AND PREFERRED RESPONSES:

Each item in this instrument has been keyed to the Learning-Teaching Model from which it emerged; hence the assessments have the potential for prescriptive restructuring, in relationship to the Model.

The user is referred to the supplement which identifies the item classification and preferred responses for each time.

LETTER TO ACCOMPANY PARENT INSTRUMENT

FORM E

(INSERT SCHOOL NAME AND ADDRESS)

Dear Parents:

All schools are interested in improving their programs of instruction and you can help by completing the attached form.

The purpose of this form is to provide a parent dimension for the assessment of learning and teaching within the physical education program. It is hoped that the responses of the parents will help reflect the feelings of the community which are specific to the physical education teacher.

Please complete a form for each physical education teacher your child has had during this past school year. Place the form in the attached pre-addressed envelope and return it to the school office no later than _____. Your help and cooperation is greatly
date
appreciated. If you have any questions about the form, or need additional copies, please contact the school office.

INSTRUMENT FOR ASSESSING LEARNING-TEACHING
BY
PARENTS OF ELEMENTARY SCHOOL LEARNERS*
GRADES 1 THROUGH 6

FORM E, 1 of 1

Teacher_____ School_____ Date_____

The purpose of this instrument is to provide a parent dimension for the assessment of learning and teaching within the physical education program. It is hoped that the responses of the parents will help reflect the feelings of the community which are specific to the physical education teachers.

Does your child talk about the phsyical education program at home? _____YES _____NO

Have you ever observed your child in his/her physical education classes? _____YES _____NO

Directions: Please respond to every item by placing an "X" in YES, NO, or UNSURE. If YES, check column 1, 2, or 3 in space provided according to the following:
1 = usually; 2 = often; 3 = seldom.

ITEM	YES	1	2	3	NO	UNSURE
1. My child respects his/her physical education teacher.						
2. The physical education teacher relates well to my child.						
3. The physical education teacher sets a good example for my child.						
4. My child knows what is expected of him/her.						
5. My child knows how well he/she performs the activities.						
6. My child enjoys the physical education class and activities.						
7. My child has some choice in selecting activities.						
8. My child can perform the activities satisfactorily.						
9. The physical education classes are well organized.						
10. The physical education teacher helps my child improve his/her performance in class activities.						
11. The activities are too difficult for my child.						
12. The activities are too easy for my child.						
13. The teacher helps my child when he/she needs help.						
14. There is enough equipment so that my child does not have to wait too long for a turn.						
15. The physical education program includes a wide variety of activities.						
16. My child benefits from his/her participation in the physical education program.						

COMMENTS:

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ITEM CLASSIFICATION AND PREFERRED RESPONSES
FOR
INSTRUMENT FOR ASSESSING TEACHING-LEARNING
GRADES 1 THROUGH 6

FORM E*

	Preferred Responses	Item Classification According to Learning-Teaching Model**				
		Objectives	Methodologies	Tasks	Process	Learner Performance
1. My child respects his/her physical education teacher.	YES	X	X	X	X	
2. The physical education teacher relates well to my child.	YES				X	
3. The physical education teacher sets a good example for my child.	YES				X	
4. My child knows what is expected of him/her.	YES	X		X	X	
5. My child knows how well he/she performs the activities.	YES					X
6. My child enjoys the physical education class and activities.	YES	X		X	X	
7. My child has some choice in selecting activities.	YES	X		X		
8. My child can perform the activities satisfactorily.	YES					X
9. The physical education classes are well organized.	YES		X	X		
10. The physical education teacher helps my child improve his/her performance in class activities.	YES	X	X	X		
11. The activities are too difficult for my child.	NO	X		X		
12. The activities are too easy for my child.	NO	X		X		
13. The teacher helps my child when he/she needs help.	YES	X	X	X		
14. There is enough equipment so that my child does not have to wait too long for a turn.	YES	X				
15. The physical education program includes a wide variety of activities.	YES	X				
16. My child benefits from his/her participation in the physical education program.	YES					X

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DIRECTIONS FOR USING

INSTRUMENT FOR ASSESSING LEARNING-TEACHING
BY
PARENTS OF JUNIOR HIGH AND SECONDARY SCHOOL LEARNERS
GRADES 7 THROUGH 12

FORM: F

ASSESSORS: Parents of junior high and secondary school learners, grades 7 through 12.

NATURE OF INSTRUMENT:

The purpose of this instrument is to elicit perceptions about teaching performance. Being descriptive in nature, it provides a potential for the improvement of teaching resulting from prescriptive restructuring in relation to the Learning-Teaching Model, presented in the Manual for the Assessment of Teaching Physical Education.

This instrument is one of seven included in the Manual. While each has been designed to be administered independently, the use of multiple instruments is highly recommended. It is encouraged that the one for self-assessment be used concurrently with each other instrument.

ADMINISTRATION OF INSTRUMENT:

Before administration, it is expected that:
- the designated administrator aid the teacher in planning assessments by the parents,
- the teacher to be assessed be cognizant of the specific purposes of the assessment,
- the teacher to be assessed study the instrument to be used in advance of the assessment,
- the identity of the school and teacher to be inserted on each instrument,
- the instruments be accompanied with a return envelope (pre-addressed) and with the desired return date.

During administration, it is expected that:
- a letter to parents accompany each instrument,
- the instruments be hand carried to and from the parents via the learners.

Following the administration, it is expected that:
- the completed instruments not be looked at in the presence of the learner,
- the responses be tallied into a single instrument and appropriately labeled (originals destroyed)

Form F (Contd.)

the designated administrator aid the teacher in interpreting, evaluating, and diagnosing the results of the assessment, and that prescriptive recommendations result,
the designated administrator and the teacher assessed affix signatures to the instrument, and that one copy be filed with each,
opportunities for inservice experiences be identified and planned.

ITEM CLASSIFICATION AND PREFERRED RESPONSES:

Each item in this instrument has been keyed to the Learning-Teaching Model from which it emerged; hence the assessments have the potential for prescriptive restructuring, in relationship to the Model.

The user is referred to the supplement which identifies the item classification and preferred responses for each item.

LETTER TO ACCOMPANY PARENT INSTRUMENT

FORM F

(INSERT SCHOOL NAME AND ADDRESS)

Dear Parents:

All schools are interested in improving their programs of instruction and you can help by completing the attached form.

The purpose of this form is to provide a parent dimension for the assessment of learning and teaching within the physical education program. It is hoped that the responses of the parents will help reflect the feelings of the community which are specific to the physical education teacher.

Please complete a form for each physical education teacher your child has had during this past school year. Place the form in the attached pre-addressed envelope and return it to the school office no later than _____. Your help and cooperation is greatly
date
appreciated. If you have any questions about the form, or need additional copies, please contact the school office.

INSTRUMENT FOR ASSESSING LEARNING-TEACHING
BY
PARENTS OF JUNIOR HIGH AND SECONDARY SCHOOL LEARNERS*
GRADES 7 THROUGH 12

FORM F, 1 of 1

Teacher_____ School_____ Date_____

The purpose of this instrument is to provide a parent dimension for the assessment of learning and teaching within the physical education program. It is hoped that the responses of the parents will help reflect the feelings of the community which are specific to physical education teachers.

Does your son/daughter talk about the physical education program at home? ____YES ____NO

Have you ever observed your son/daughter in his/her physical education classes? ____YES ____NO

Directions: Please respond to every item by placing an "X" in YES, NO, or UNSURE. If YES, check column 1, 2, or 3 in space provided according to the following. 1 = usually; 2 = often; 3 = seldom.

ITEM	YES	1	2	3	NO	UNSURE
1. My son/daughter respects his/her physical education teacher.						
2. The physical education teacher relates well to my son/daughter.						
3. The physical education teacher sets a good example for my son/daughter.						
4. My son/daughter knows what is expected of him/her.						
5. My son/daughter knows how well he/she performs the activities.						
6. My son/daughter enjoys the physical education class and activities.						
7. My son/daughter has some choice in selecting activities.						
8. My son/daughter can perform the activities satisfactorily.						
9. The physical education classes are well organized.						
10. The physical education teacher helps my son/daughter improve his/her performance in class activities.						
11. The activities are too difficult for my son/daughter.						
12. The activities are too easy for my son/daughter.						
13. The teacher helps my son/daughter when he/she needs help.						
14. There is enough equipment so that my son/daughter does not have to wait too long for a turn.						
15. The physical education program includes a wide variety of activities.						
16. My son/daughter benefits from his/her participation in the physical education program.						

COMMENTS:

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ITEM CLASSIFICATION AND PREFERRED RESPONSES
FOR
INSTRUMENT FOR ASSESSING TEACHING-LEARNING
GRADES 7 THROUGH 12

FORM F*

	Preferred Responses	Item Classification According to Learning-Teaching Model**				
		Objectives	Methodologies	Tasks	Process	Learner Performance
1. My son/daughter respects his/her physical education teacher.	YES	X	X	X	X	
2. The physical education teacher relates well to my son/daughter.	YES				X	
3. The physical education teacher sets a good example for my son/daughter.	YES				X	
4. My son/daughter knows what is expected of him/her.	YES	X		X	X	
5. My son/daughter knows how well he/she performs the activities.	YES					X
6. My son/daughter enjoys the physical education class and activities.	YES	X		X	X	
7. My son/daughter has some choice in selecting activities.	YES	X		X		
8. My son/daughter can perform the activities satisfactorily.	YES					X
9. The physical education classes are well organized.	YES		x	x		
10. The physical education teacher helps my son/daughter improve his/her performance in class activities.	YES	X	X	X		
11. The activities are too difficult for my son/daughter.	NO	X		X		
12. The activities are too easy for my son/daughter.	NO	X		X		
13. The teacher helps my son/daughter when he/she needs help.	YES	X	X	X		
14. There is enough equipment so that my son/daughter does not have to wait too long for a turn.	YES	X				
15. The physical education program includes a wide variety of activities.	YES	X				
16. My son/daughter benefits from his/her participation in the physical education program.	YES					X

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DIRECTIONS FOR USING

INSTRUMENT FOR ASSESSING LEARNING-TEACHING
BY
SELF

FORM: G

ASSESSORS: Self

NATURE OF INSTRUMENT:

The purpose of this instrument is to elicit perceptions about teaching performance. Being descriptive in nature, it provides a potential for the improvement of teaching resulting from prescriptive restructuring in relation to the Learning-Teaching Model, presented in the Manual for the Assessment of Teaching Physical Education.

This instrument is one of seven included in the Manual. While each has been designed to be administered independently, the use of multiple instruments is highly recommended. It is encouraged that this instrument be used concurrently with each other instrument.

ADMINISTRATION OF INSTRUMENT:

Before administration, it is expected that:
- the teacher clarify or be cognizant of the specific purposes of the assessment,
- the teacher engaging in the assessment study the instrument to be used in advance of its use.

During administration, it is expected that:
- the assessment be completed as soon after the designated lesson as possible, and prior to the end of the school day.

Following administration, it is expected that:
- the designated administrator aid the teacher in interpreting, evaluating, and diagnosing the results of the assessment, and that prescriptive recommendations result,
- the follow-up conference reflect on the lesson assessed as well as its relationship to what has gone before and what is to come in following lessons,
- the teacher affix his/her signature to the instrument, and that one copy be filed with the teacher and one with the designated administrator,
- opportunities for inservice experiences be identified and planned.

Form G (Contd.)

ITEM CLASSIFICATION AND PREFERRED RESPONSES:

Each item in this instrument has been keyed to the Learning-Teaching Model from which it emerged; hence the assessments have the potential for prescriptive restructuring, i.. relationship to the Model.

The user is referred to the supplement which identifies the item classification and preferred responses for each item.

INSTRUMENT FOR ASSESSING LEARNING-TEACHING
BY
SELF*

FORM G, 1 of 2

Teacher's Name _____ Date _____

Grade Level _____ Unit of Instruction _____ Period _____

Directions: Place an "X" in YES, NO, or UNSURE. If YES and APPROPRIATE, check Column 1, 2 or 3 in the space provided, according to the following: 1 = usually; 2 = often; 3 = seldom.
All items may not be applicable to a given lesson.
Respond only to those which apply.

LEARNER-TEACHER ENVIRONMENT	YES	1	2	3	NO	UNSURE	COMMENTS
A. Setting							
Were the learner performance objectives appropriate to:							
1. instructional program objectives?							
2. instructional unit objectives?							
3. nature of the learner(s)?							
4. learning experiences provided?							
Did the learner(s) perceive:							
5. the lesson objectives?							
6. the task?							
7. Were the learner(s) motivated for involvement in the tasks?							
Was the environment conducive to learning-teaching with respect to:							
8. space usage?							
9. time usage?							
10. arrangement of physical environment?							
11. freedom from undue stress and anxiety?							
12. equipment usage?							
B. Transmission Strategem							
Was the methodology appropriate to:							
1. individualized learner performance objectives?							
2. nature of the learner(s)?							
3. nature of activity?							
4. resources available?							
5. environmental constraints?							
C. Internalization of Learning Experiences							
1. Were the learner(s) able to be self-directed with minimal teacher assistance?							
2. Were the learner(s) able to help one another in the tasks?							
Could the learners identify:							
3. achievements?							
4. failures?							
5. causes of errors?							

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(Contd.)

INSTRUMENT FOR ASSESSING LEARNING-TEACHING
BY
SELF

FORM G, 2 of 2

	YES	1	2	3	NO	UNSURE	COMMENTS
D. Learner Assessment and Evaluation							
1. Were the criteria of evaluation based upon predetermined learner performance objectives?							
2. Were the learners provided opportunities to assess their own performance or that of their peers?							
TEACHER ASSESSMENT AND EVALUATION							
E. Assessment							
Was satisfactory learner performance achieved by:							
1. less than 50% of the learners?							
2. between 50% and 75% of the learners?							
3. more than 75% of the learners?							
F. Evaluation							
1. If satisfactory, were new objectives identified during and/ or following a lesson?							
2. If unsatisfactory, did restructuring occur?							

NOTES TO SELF:

ITEM CLASSIFICATION AND PREFERRED RESPONSES
FOR
INSTRUMENT FOR ASSESSING LEARNING-TEACHING

FORM G*

	Preferred Responses	Item Classification According to Learning-Teaching Model**				
		Objectives	Methodologies	Tasks	Process	Learner Performance
A. Were the learner performance objectives appropriate to:						
1. instructional program objectives?	YES	X			X	
2. instructional unit objectives?	YES	X			X	
3. nature of the learner(s)?	YES	X			X	
4. learning experiences provided?	YES	X			X	
Did the learner(s) perceive:						
5. the lesson objectives?	YES			X	X	
6. the tasks?	YES			X	X	
7. Were the learner(s) motivated for involvement in the tasks?	YES			X	X	
Was the environment conducive to learning-teaching with respect to:						
8. space usage?	YES			X	X	
9. time usage?	YES			X	X	
10. arrangement of physical environment?	YES			X	X	
11. freedom from undue stress and anxiety?	YES			X	X	
12. equipment usage?	YES			X	X	
B. Was the methodology appropriate to:						
1. individualized learner performance objectives?	YES		X		X	
2. nature of the learner(s)?	YES		X		X	
3. nature of activity?	YES		X		X	
4. resources available?	YES		X		X	
5. environmental constraints?	YES		X		X	
C. 1. Were the learner(s) able to be self-directed with minimal teacher assistance?	YES			X	X	
2. Were the learner(s) able to help one another in the tasks?	YES			X	X	
Could the learners identify:						
3. achievements?	YES				X	X
4. failures?	YES				X	X
5. causes of errors?	YES				X	X
D. 1. Were the criteria of evaluation based upon pre-determined learner performance objectives?	YES	X			X	X
2. Were the learners provided opportunities to assess their own performance or that of their peers?	YES	X			X	X
E. Was satisfactory learner performance achieved by:						
1. less than 50% of the learners?	NO					X
2. between 50% and 75% of the learners?	NO					X
3. more than 75% of the learners?	YES					X
F. 1. If satisfactory, were new objectives identified during and/or following a lesson?	YES	X	X	X		
2. If unsatisfactory, did restructuring occur?	YES	X	X	X		

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APPENDIX A

ACKNOWLEDGEMENTS

The members of the Task Force on Teaching Accountability offer kind gratitude to those who so willingly gave of their expertise in the formulation of this document.

Sue Bentz[1] and Lawrence Werner[2], who aided in the development of the Public School Education Structure;

Margaret Robb[3] for her fine contributions to the Learning-Teaching Model;

Barak Rosenshine[4] and Dale Brandenburg[5] for their excellent assistance in the generation of the Learning-Teaching Model and the subsequent instruments;

Edith Borg[6] for her editorial skills and effort in refining the document;

Helen Heitmann[7] for her direction and words of encouragement to the Task Force;

J. Jan Gund[8] and Karol Kahrs[9] for their service on the Task Force in the preparation of the initial draft of the Manual on Teaching Assessment.

All the dedicated professional educators who aided in the refinement of the instruments.

---

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2 Lawrence Werner, Educational Specialist, Department of Planning and Development, Office of Superintendent of Public Instruction, Springfield, IL

3 Margaret Robb, Professor of Physical Education, State University of New York, College at Cortland, N Y

4 Barak Rosenshine, Bureau of Educational Research, University of Illinois, Urbana-Champaign, IL

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6 Edith Borg, Department of Physical Education, University of Illinois, Urbana-Champaign, IL

7 Helen Heitman, Head, Department of Physical Education for Women, University of Illinois, Chicago Circle Campus, Chicago, IL

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APPENDIX B

REVIEW OF LITERATURE

Well over $100 billion will be spent in 1975-76 for all forms of education, public and private, according to HEW figures. This means education is the nation's biggest industry (23). Public concern about increased costs, lower student scores on national achievement tests, school vandalism, growth of a counter-culture based in part on drugs and inability of schools to respond to current societal requirements are factors prompting accountability.

Accountability has many facets in reference: educational effectiveness; assessing and restructuring of objectives; a means to solve the ills of education; improvement of learning/teaching environment; appraisal of current status data; a method of reform; and/or evaluation of teacher effectiveness.

Who is accountable to whom and for what? Dr. John Porter contends that rising generations should be offered something better than bored compulsory congregation in the classroom. That an all-out effort needs to be made to distinguish between assessing needs of students and evaluating teacher performance; too often perceived to be one in the same in spite of disclaimers (16). To be accountable is far from a new concept in education. History dates teacher accountability as early as 1817 when a teacher's salary was hinged to student progress (18, p. 114).

There are those who consider accountability as a possible fourth "R" -- RESPONSIBILITY. However, the utlimate success of an educational program touches everyone involved in a school, district, and/or state system. Educational success obviously must involve a broad segment of population, directly or indirectly.

Accountability has found its way into the laws of at least twenty-three states. California and eight other states have teacher competency laws. The California Teacher Competency Act stipulates four elements which must be included in the evaluation: "expected" student progress; preserving of a suitable environment; maintaining suitable control; and other duties normally required as an adjunct to the regular assignment (23).

Teacher evaluation is an established fact in the educational process. There is agreement that a "meaningful evaluation" is paramount to the supervisory process. The components to be included and who is best qualified to make the evaluation is openly questioned (3, 9, 29). In the opinion of Kosoff, an evaluation is not a measurement, but an end product in a series of complex and varied judgments (17). "Teaching is not a pure science; teaching is an act based upon an incomplete science. Education in general and learning in particular are too complex for teachers to make any guarantees" (7). The real professional will indicate anticipated results, but dependent on a series of conditions. To hold the teacher responsible for results places them in the position of being the scapegoat. It is a

Appendix B (Contd.)

position wherein the teacher is given no cognizance for the effort put forth to produce the results. Teachers usually do not fail because they are stupid, untrained, or lazy, but severely overburdened according to Lessinger. He believes there is lacking a mechanism for applying much of what is already known, and the problem lies between research on learning and the routine administration of schools (18, p. 136).

Researchers employed a variety of techniques in their effort to make an assessment of teaching ability: questionnaire (1, 14, 30, 38); video-taper, alone or in combination with defined criteria (25, 26, 35); micro-lesson (25); self-evaluation (3, 14, 35,38); student evaluation (4, 14, 15, 38); follow-up analysis (28, 32); verbal interaction (21, 35); tape recording (35); team teaching (35); and/or quantitatively or qualitatively measuring student outcome (29). There are districts throughout the country which have endorsed the performance contract concept. If the average level of learning is raised to a specified norm, the company is paid. Contracts are lengthy, detailed documents outlining responsibilities of the parties involved.

Observation was by far the most frequently used form of evaluation (5, 6, 11, 22, 24, 35). The observer/evaluator could be a supervisor, faculty committee, reviewing committee, trustee, students enrolled in the course, or combination of in-school and lay persons. Specific criteria, check-lists, suggested characteristics, a form of interaction analysis, machine scorable forms and/or no defined framework was combined with the observation. Medley indicated, "no where in the literature could there be found a positive correlation between the supervisor's rating or judgment of teacher effectiveness with measured gains of pupils." In his study it was noted that observation should obtain an objective quantitative record of teacher behavior (22). Evidence can be found to verify researchers insist on forcing qualitative traits into a quantitive mold (17). Kosoff also feels as if all teachers should be considered exceptional by virtue of being a human being, therefore, being highly individual (17).

Observations can be complicated by the prejudice of the observer, their value concepts of certain characteristics, semantic confusion surrounding the term 'teaching effectiveness', and/or acknowledged limitations on all forms of human judgment. "The personal evaluation is a process of observing multiple factors, weighing/balancing these factors against each other and determining their importance in relationship to the purpose and intention of the observer" (17).

The process of communication can have a profound effect in determining the process of education (33). Information can be conveyed without words, resulting from a lack of courage or an inability to verbalize. A teacher's non-verbal expressive behavior often relates to students the accuracy of the verbal message. 'Body language' has been explored from many aspects and obviously is a factor in teaching effectiveness.

Appendix B (Contd.)

Jones found, "teachers appear to grow toward points of evaluation" (14). According to Robeson, no single model of teaching can be declared a model for everyone (26). Evaluation should enhance both the process leading to student learning and the identity of the individual teacher (6). "It should not be forgotten that schools exist to educate children, they are not institutions to provide careers for education" (8, p. 129). McNally desires a wide-angled vision to appraise all factors which influence and shape the effectiveness of teaching and the learning process (20). Accountability can act as a feedback loop linking results to resources (18, p. 115). If this is the case, the teacher cannot be held responsible for the shortcomings of the system (13, 20). It should also be remembered, the school is not the sole contributor to a student's education (13).

The need for teacher assessment is universally accepted. There is lacking, however, a clear, precise view of what constitutes teaching effectiveness. There appears to be little or no agreement on: who is best qualified to evaluate; what technique(s) will lend to the efficiency of the procedure; how the gap can be narrowed between research findings and the role of administrators in the supervisory process; when an end-product is achieved; how the results can be applied to change teacher behavior; and/or improve the process leading to student learning.

APPENDIX C

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APPENDIX D

PARTICIPANTS IN
THE PILOT STUDY

SCHOOL	PHYSICAL EDUCATOR
Arlington High School Arlington Heights	JoAnn Murloch
Batavia High School	Betty Jean Harper
Crystal Lake High School	Marcia Shurte
East Peoria High School	JoAnne Beckman Barb Jones
Emerson Junior High School Niles	Amelia Gaza
Freeman Elementary School Aurora	Anne Podavic
Glenbard North High School Carol Stream	Jo Wickboldt
Glenbrook South High School Glenview	Janet Fuller
Highland Park High School	Bonnie Voss
Johnson Elementary School Bensenville	Jan Reece
Joliet Central High School	Jill Dwyer
Kenwood Elementary School Champaign	Pat Jordan
Lincoln Junior High School Park Ridge	Evelyn Smith
Lyons Township High School, North LaGrange	Marilyn Baldner
Lyons Township High School, South Western Springs	Carol Hubbard Marjorie McKee

SCHOOL	PHYSICAL EDUCATOR
MacArthur High School Decatur	Dianne Carlson
Maine West High School Des Plaines	Irene Loebbaka
Monroe High School Wheaton	Kathy Purdy
Prairie Elementary School Naperville	Judy Burghart
Prospect High School Mt. Prospect	Jean Walker Nancy Dallia
Richwoods High School Peoria	Mary Ellen Taylor
Sanborn Elementary School Palatine	Julie Hoots
Sherwood Elementary School Highland Park	Douglas Bruss
Smith Elementary School Aurora	Peg Steinhebel
Thornton Township High School Harvey	P. Davidson
Tinley Park High School	Shirley Moorhour
Tri-Point High School Cullom	Anna Van Tassel
Urbana Junior High School	Connie Natvig
Washington Middle School Aurora	Leona Covert
West Chicago High School	Lorraine Jordan
Wheeling High School	Patti Ritchie
Willowbrook High School Villa Park	Marilyn Bloechle Lois Bungard